



## OFFICE OF PUBLIC INSTRUCTION

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### Alternate Performance/Achievement Descriptors for Grade 10 Reading

<b>Advanced</b>	<p>The student at the Advanced level accurately and independently demonstrates the ability to carry out comprehensive content-specific performance indicators.</p> <ul style="list-style-type: none"><li>• understands basic abstract symbols</li><li>• selects main idea from a selection read aloud</li><li>• identifies appropriate resources for gaining specific information</li><li>• identifies similarities and differences</li><li>• combines information from two or more resources</li><li>• independently responds on nearly every task</li><li>• uses auditory/visual scanning</li><li>• uses text features (sequential)</li><li>• identifies appropriate informational resource to gain specific information</li><li>• identifies word/picture/symbol and object used for content</li><li>• selects literacy materials by character or topic</li><li>• identifies the main idea</li><li>• rereads to gain understanding</li></ul>
<b>Proficient</b>	<p>The student at the Proficient level, given limited prompting, demonstrates the ability to respond accurately in performing a wide variety of content specific performance indicators.</p> <ul style="list-style-type: none"><li>• has a beginning understanding of abstract symbols</li><li>• communicates an opinion</li><li>• demonstrates understanding of difference between information</li><li>• uses prior knowledge</li><li>• is beginning to identify appropriate resources for gaining specific information</li><li>• identifies words/pictures/symbols and objects that are new and unfamiliar</li><li>• indicates adaptations needed to understand text</li><li>• demonstrates an understanding/awareness of prior knowledge of concept</li></ul>

<b>Nearing Proficiency</b>	<p>The student at the Nearing Proficiency level, given moderate prompting, demonstrates the ability to respond accurately in performing a narrow set of content-specific performance indicators.</p> <ul style="list-style-type: none"> <li>• indicates preferences</li> <li>• begins to use access to prior knowledge</li> <li>• begins to use auditory and/or visual scanning skills</li> <li>• may be able to match and identify words/pictures/symbols/objects</li> <li>• displays knowledge of direction</li> <li>• locates picture/object/symbol</li> <li>• identifies words/pictures/symbols and objects</li> <li>• communicates an opinion</li> <li>• identifies resources</li> </ul>
<b>Novice</b>	<p>The student at the Novice level, given physical assistance and/or modeling, is supported to participate in content specific performance indicators.</p> <ul style="list-style-type: none"> <li>• anticipates a reading activity</li> <li>• attends to materials being displayed</li> <li>• attends to a person and/or task</li> <li>• interacts with stimuli (i.e. teacher, words, pictures, and symbols)</li> <li>• responds to external stimuli (i.e. nods head, operates switch, points to, etc.)</li> <li>• makes eye contact</li> <li>• attempts to participate in activity</li> <li>• directs attention to stimuli</li> <li>• interacts with stimuli</li> <li>• has general awareness of people and activity</li> <li>• responds to own name</li> <li>• responds to words, pictures and symbols</li> </ul>